

TO: TALK w/ADE Members

FROM: Jeannette Zemeida
Arizona Department of Education
Exceptional Student Services

DATE: August 9, 2002

SUBJECT: Minutes from Meeting on June 17, 2002

TALK w/ADE MEETING MINUTES

❖ **Welcome/Attendance**

- Steve Mishlove--Arizona Department of Education/Exceptional Student Services (ADE/ESS), Lynn Busenbark – ADE/ESS, Jeannette Zemeida--ADE/ESS, Laura Bistrow, Paradise Valley Unified School District, Gail Bornfield, Amphitheater Unified School District, Roger Kutemeier – Mesa Public Schools, Joe Zello – Mesa Public Schools, Pat Marsh – Ft. Huachuca Accommodation School, Lorrane McPherson, Tucson Unified School District; Helen Stalnaker, Tuba City Unified School District; Sue Tillis – Sunnyside Unified School District; also attending: Rita Kenison, ADE/ESS, Marta Urbina, RAISING Special Kids; Becky Raabe, PINS, and Joyce Millard-Hoy

❖ **ADE Update**

- Parent and School Partnerships
 - Joyce Millard-Hoy and Rita Kenison gave a presentation regarding parent and school partnerships
 - Results of survey of SpEd directors
 - Enhancing Arizona's Parent Networks, website: <http://www.ade.az.gov/ess/eapn/>
 - Discussion about communication between districts and parents, possible training for parents
 - Joyce generated ideas for building partnerships with families (results at back of minutes). Joyce asked that additional comments be sent to Rita Kenison.
- Capacity Building Grants
 - \$600,000 over budget for awarding grants
 - Lynne asked for suggestions for awarding grants
- Proposed Monitoring Changes
 - National movement to move from a compliance monitoring to a monitoring system that focuses on results
 - Some backlash concerns, so Arizona moving slowly to the focused monitoring
 - Number of charter schools opening is one of the concerns
 - CCPR Levels
 - Level 1 – Similar to current team monitoring with active participation by PEA staff. No independent work by PEA staff. Most effective for small schools.
 - Level 2 Identical to current CCPR.
 - Level 3 PEA team leads and works independently in some areas and ESS staff is on site for some activities. Level of independence is determined in consultation between ESS and PEA. (blend of levels 2 and 4)

- Level 4 PEA team leads and works independently in all areas. ESS verifies findings. Same as SAVE monitoring school responsible for collecting data.
- Stipends proposed for level 3 or 4 monitoring levels
- Lynn went over decision sources
- Discussion was held regarding monitoring changes
- ESS has pulled its first report from the SAIS system regarding services to children 34-36 months of age; Lynn shared the results of the report
- As of June 30, 2002 Behavioral Health Services terminated its Interagency Service Agreement with the Arizona Dept. of Education regarding individuals placed in 24 hour private residential facilities
 - Approximately 12 students may be affected
 - Superintendent of Public Instruction Jaime Molera has become involved in resolving the issue

❖ OPEN DISCUSSION

- VI- Entitlement Grant application was due to ESS by June 15
 - Anytime grant is submitted it will be funded, but the sooner the grant is submitted the sooner the district will receive its money
 - Filing late may cause a district to lose carryover money
- ESS is working to get grant applications out earlier
- Lorrane McPherson gave a report on a meeting she attended in Washington, DC regarding Title I and Title 2
- Lorrane reported that the Special Education Listserv was almost ready

❖ NEXT MEETING

- The next meeting will be held August 26, 2002, Paradise Valley Unified School District, IMC Building, Blue Room, 15002 N. 32nd St., Phoenix, 9 am –12 noon.

Building Partnerships with Families

Parent Involvement Goal: To improve the quality of parent participation and leadership that builds effective partnerships with professionals.

What are indicators for improving parent professional partnerships?

- Reestablish trust – follow-up on promises
- Build trust – use parent advocates
- Establish contact at school other than teacher
- Bring in facilitator to parent group to target goals for kids

How do special educators measure success?

- Few phone calls from parents
- Reduction of complaints to ESS
- Improved communication with school to parent